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ABSTRACT

Student tutoring has proven itself effective both in providing role models and academic assistance. This package was produced to provide encouragement, guidance, and support for all involved with student tutoring programs, including coordinators, teachers, and the student tutors themselves. An introduction explains tutoring and its benefits, with a factsheet that summarizes advantages of tutoring. Section B contains information for program coordinators, with a planning calendar and sample certificates and registration forms. Section C contains a range of training materials and activities for training sessions. Information for schools is provided in Section D, which guides the link teacher and the classroom teachers. Information for tutors in Section E include do's and don'ts and comments from student tutors. Section F contains evaluation and assessment guidelines, with some sample evaluation questionnaires for participants. The 2 appendixes of Section G provide ideas for further reading and photocopy master sheets for presentations on tutoring. (SLD)

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▼ FOREWORD

ED 378 278

This Pack was first published in 1991 as part of BP's Aiming for a College Education initiative in the UK which aims to bring about a significant increase in the number of young people who aspire to higher education. Student tutoring met with such enthusiasm and interest from colleges, universities and schools across the world that we decided to issue a new international edition. This international edition has undergone a substantial re-write but there are nonetheless some words that will be more applicable to one education system than another - your patience with terminology is therefore requested.

Student Tutoring has proved itself to be an effective way of meeting two pressing needs in countries across the world. School pupils often need positive role models to help increase their aspirations and motivation to stay on in school while, at the same time, needing assistance with their learning. Student tutors in colleges and universities get an invaluable opportunity to develop their communication, problem-solving and organisational skills by participating in this rewarding and stimulating activity.

These are issues that BP is keen to address as part of our commitment to the communities with which we work. In a partnership with Imperial College, University of London, we have been supporting student tutoring since 1990. Today our joint International Mentoring and Tutoring Project is helping to meet the needs of communities across the world. The interest from education has been huge with the number of universities and colleges participating increasing every year. The Contact List in the back of the booklet provides the addresses of the principal contacts involved.

BP aims to provide an international network through which practitioners can share good practice. For more information please contact BP Educational Service (Tel +44 (0) 1202 669940; Fax + 44 (0) 1202 679326).

Student tutoring is a proven educational technique that offers benefits to all concerned. It is is well described by this ancient proverb:

- ▲ Tell me and I forget
- ▲ Show me and I remember
- ▲ Involve me and I understand

I hope you find this Resource Pack useful.

UD030258

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▼ ACKNOWLEDGEMENTS

Considerable thanks must go to the writers group who wrote the first edition of this Resource Pack and to the many teachers and students who gave up their time to feedback ideas on early drafts. This end product would not have been possible without their enthusiasm and motivation.

The writers group in the UK were:

Toni Beardon	*University of Cambridge*
Allen Flinn	*Salford University*
Lucy Green	*East London Connection, Industrial Society BP*
Ron Sims	*Nottingham Trent University*

This International Edition owes an additional debt of gratitude to colleagues world-wide who are listed in the Contact List in the back of the booklet. Each one of these people have taken the idea of student tutoring and adapted it to meet their local and national priorities - offering new ideas to us all about how one learner can help another learner.

A special thank you is due to Dr Sinclair Goodlad of Imperial College for developing school-based student tutoring over the last 20 years. The final and biggest thanks must go to the tens of thousands of student tutors across the world who give freely of their time to help in schools.

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▼ THE SECTIONS OF THE PACK

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How to Use this Pack

This Resource Pack has been produced to provide encouragement, guidance and support for all those involved with student tutoring schemes - coordinators in colleges and universities, student tutors, teachers, schools, funders and local and national government agencies. It has been designed so that scheme coordinators can photocopy the various sections and distribute to participants as necessary.

At the foot of each page of the Pack we have left room for the coordinator to add the name of their tutoring scheme and/or the institutional logos as appropriate.

Some terms used in education vary considerably across the world and it is impossible in a publication of this nature to be all things to all people. We have not attempted to produce a blue print for perfection but more a menu of guidelines from which you can select the most suitable pieces. Please forgive words and phrases that do not apply directly to your country. In this context Section F of the pack is based on a model developed for the evaluation and assessment of tutoring schemes in the UK and includes some terminology and acronyms which specifically relate to that country. In general, however, the section should still provide valuable guidance for the evaluation and assessement of schemes in other parts of the world. Finally, to help non-UK users, we should add that FE stands for Further Education and HE stands for Higher Education.

Related Tutoring Publications from BP

The Pack has been published as part of a package of material on student tutoring by BP Educational Service. Coordinators might like to make use of these.

Tutoring: Students as Tutors in Schools
A 12-page brochure to describe and promote student tutoring in general with case studies of successful schemes from across the world. Bulk copies are available to coordinators free to distribute to student tutors, teachers, funders and lecturers. Order Ref. FBK22.

Handbill
An A4 handbill/poster to encourage students to participate in tutoring schemes. Bulk copies are available free for distribution and display. The handbill has been designed so that coordinators can add their contact addresses for students who want to know more.
Order Ref FBKI.

continued

Training Video
A VHS video in PAL format, produced in the UK, to help with the training sessions of student tutors. Designed for coordinators to show small sections at a time to illustrate particular issues. Price £5; Order Ref. V26.

Promotional Posters
A set of seven large colour posters that describe the background to student tutoring, what it is and how the different interest groups benefit. Of particular use in displays and promotional events. Price for the set of 7: £5; Order Ref P26.

Related BP Resources

BP Educational Service also publish a large range of other curriculum materials. Though student tutors are a general resource to the teacher, we have found that two related publications are of particular value since they support the effective use of student tutors in the classroom. These are:

Science Across the World
A pack of materials that have been well-received in Asia Pacific and Europe that involve school pupils undertaking activities and sharing scientific data with school pupils from other countries.

Exciting Science and Engineering
A set of school activities for science and technology that encourage the use of visiting engineers and scientists in the classroom.

Further information about these and other resources for education is available from:

BP Educational Service
PO Box 934
Poole
Dorset
BH17 7BR
United Kingdom

Tel: +44 (0) 1202 669940
Fax: +44 (0) 1202 679326

The Structure of the Pack

The complete Pack has been designed specifically for tutoring coordinators who can then pass on copies of individual sections as and when necessary.

Introduction (Section A) provides an explanation of tutoring and its benefits. It also includes a Factsheet that a coordinator could pass to colleagues in colleges and universities. These sheets are designed to be used in conjunction with the free student tutoring brochure available from BP Educational Service.

Information for Scheme Coordinators (Section B) provides details on running schemes, including a year planner and examples or certificates and registration forms for students.

Training Materials (Section C) consists of a range of training exercises to be used by coordinators and others. Materials and guidance are provided to make a worthwhile half-day training session, with ideas for training activities.

Information for Schools (Section D) provides schools participating in tutoring schemes with guidelines for the link teacher as well as the classroom teacher.

Information for Tutors (Section E) has been designed to help and encourage student tutors, including do's and don'ts and comments from tutors on their classroom experiences.

Evaluation and Assessment Guidelines (Section F) have been written to help with the formal accreditation of the skills gained by the student by being a tutor. It also includes examples of questionnaires for teachers, pupils and the pupils themselves to help evaluate the success of tutoring programmes.

Appendices (Section G) provide suggestions for further reading and ten photocopy masters for producing overhead transparencies to help coordinators with presentations on tutoring.

Improving the Pack

The Pack provides a distillation of best practice in student tutoring based on the experiences of many schemes. We have deliberately adopted a loose-leaf format to allow for additional material and improvements. The editor would welcome comments on the Pack from coordinators and others involved with tutoring so that the Pack continues to be a valuable resource. If you do establish a tutoring programme be sure to let the editor know so that your name can be added to the international database of student tutoring programmes.

Tutoring: What, Why and How

What?

Volunteer students assist teachers in local secondary and primary schools. Typically the student tutors help for one afternoon or morning session per week for 10 to 20 weeks.

Why?

- To help schools make lessons more interesting for pupils by providing student tutors from colleges or universities.
- To raise pupils' aspirations and motivation for staying on in education and training by providing positive role models through which they find out more about their subjects, the outside world and student life.
- To give university and college students the opportunity to develop their social, organisational, problem-solving and communication skills in a practical context.
- Tutoring has been found to be an excellent way of providing extra stimulus to pupils of all abilities.
- It is an enjoyable, rewarding and stimulating activity.

How?

Tutors work with individuals or with small groups, under the supervision and direction of teachers, helping pupils with their work and discussing the relationship of the subject being studied to the outside world.

Benefits of Tutoring

College/University

For lecturers:

- Enables students to develop interpersonal skills
- Increases quality of educational provision for local schools
- Learn about changes in another field of education
- Excitement of taking part in a new initiative
- Increases applications to their institution due to higher local profile
- Builds on links with local community
- Provides for skills and competence development for students

For students:

- Feel they are doing something useful
- Develops communication skills
- Enhances problem-solving and organisational skills
- Reinforces their knowledge of fundamentals
- Reflect on other's understanding of own subject
- Integrated into normal coursework
- Develops sense of personal adequacy and increases self-esteem
- Experience being productive
- Develops insight into the teaching/learning process
- Finding a meaningful use for their studies
- Valuable community service
- Increases self-confidence
- It is enjoyable!

School

For teachers:

- Lessons more enjoyable
- Lessons easier to handle
- Opportunity to learn more about university/college students and courses
- More learning activities made possible
- Freer to manage conditions of learning
- Free classroom assistance
- More opportunities for oral and practical work
- More efficient learning

For pupils:

- More individual tuition and attention
- Lessons more fun and interesting
- Learn more than usual
- Sympathetic help of another young person
- Increased aspiration to further training and education
- Provided with a positive role model

In general

- Excellent liaison between institutions
- Participation in popular initiative
- Greater appreciation of each other's perspectives
- Increases pupil uptake of further training and education

College/University Factsheet

Using university/college students to help children learn in schools offers many benefits to the students themselves, to the institution in which they study, and to the pupils and staff of the schools concerned.

For the students the benefits are obvious and quantifiable. They are thrust into a challenging real-life situation where they must work alongside others and communicate with people of widely-varying age, ability, and educational background. This challenge, and the process of helping pupils with their work, develops the students' communication and group-working skills, planning and organisational skills, time management and interpersonal skills, in a way that no activity internal to the university/college can do. These are exactly the skills most in demand by employers and help to equip students better for life and work. Their ability to explain ideas and concepts to others, important at work and elsewhere, is greatly improved. Many jobs now involve the need to train colleagues and for this reason good tutoring experience is of great value.

Where students are working in their own specialist subject, the need to communicate the basic concepts and skills helps develop their fundamental understanding of the subject and of the teaching and learning process itself, so that their own studies can be considerably enhanced.

The university/college, too, gains from this work: there are few institutions which are totally confident of their ability to maintain and increase their student intake. The existence of a student tutor programme can be expected to help increase the staying-on rate in local schools, so swelling the pool of entrance to universities and colleges. Students as volunteer tutors in schools offer a valuable community service and help to dispel misunderstandings in pupils' minds as to what their local college/university is like and what kind of people go there.

A tutoring scheme helps to increase an institution's community involvement and the level of understanding between local children and the institution's students. Every university and college must therefore seriously consider the establishment of a student tutor programme as a fundamental part of its education, public service and recruitment activities.

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Coordinator Guidelines

The Role of the Coordinator

There are two typical models for administering tutoring schemes:

1. **The Single Institution Approach:** one institution sends its students to work as student tutors in local schools. This is the most common.

2. **Consortium Basis:** there are a few schemes where a central coordinator organises tutoring activities for a consortium of FE/HE institutions. S/he is usually based in a non-FE/HE organisation such as COMPACT, TEC, LEC, industry or volunteer group.

As coordinator you need to have a clear idea of what tutoring involves, what it requires of the students and schools, and the benefits for all concerned – the institution, the students, the teachers and the pupils.

This pack will give all groups involved with tutoring the information they will need. It has been designed to make it simple for you to access the different sections and distribute copies to participants.

Setting up Your Scheme

First you must decide how much time you will have to:

- visit schools
- publicise the scheme
- run briefing and training sessions
- place students
- keep students informed
- visit students in school
- pay travel expenses
- evaluate the scheme at the end of the year

continued

You will then need to discuss the scheme with relevant groups in your institution. These will include:

- ▲ Senior Management
- ▲ Schools' Liaison
- ▲ Careers
- ▲ Enterprise Office
- ▲ Education Department
- ▲ Students' Union

and also your local education service.

But don't forget to check existing school links and mentoring schemes; avoid duplication of work. If you don't have an Education Department then talking to neighbouring institutions of teacher training could prove helpful.

As coordinator, you will also need to be aware of the issues surrounding Child Protection. It is advisable to consult your education service to find out whether they require applicants for tutoring to be subject to a police check. You must ensure that schools know that student tutors are usually self-selected volunteers.

Other things you will need to consider

- ▲ Decide on lines of communication between yourself, the institution(s), schools and students. You may well find it helpful to identify teachers and students to act as link teachers and tutors if possible.
- ▲ Is the scheme open to all students or only specific student groups? This will depend to a great extent on schools' and students' flexibility.
- ▲ Will students be involved with teaching a subject which does not match their specialism?
- ▲ How many students can you handle? Bear in mind constraints and don't be over ambitious. A small pilot scheme may well be a good starting point. Discussion with colleagues is likely to be the best way of raising awareness of the scheme.
- ▲ You will need to have some method of registration for tutors. We have included two examples of registration forms in this section.

continued

- Consider assessment schemes. Could tutoring fit into existing programmes of work? Approach course committee if applicable. Typically pilot schemes start purely on a voluntary basis with some form of evaluation. But tutoring as a course option for assessment could be considered for later developments.

- Look into publicity and marketing – internal and external – once your scheme is up and running. A brief yearly report is often the most effective way of keeping colleagues informed and providing publicity at the same time. The report could include examples of any evaluation carried out. We have included examples of evaluation forms in Section F of this pack.

- Remember that student tutors sometimes appreciate some written acknowledgement of their work – it could well be useful when they are seeking employment. We have included examples of a certificate and testimonial at the end of this section of the Pack.

For further guidance refer to the publications on tutoring under Further Reading (Appendix 1) or contact your nearest tutoring coordinator; there is an up-to-date list of schemes with coordinator contact names in the booklet *Tutoring: Students as Tutors in Schools* published by BP Educational Service.

Coordinator's Suggested Year Planner

Please fold out for details on suggested activities.

Coordinator's Suggested Year Planner

Summer

Pilot Year

- ▲ Define the aims and objectives of the tutoring scheme.
- ▲ Discuss your intentions with colleagues to gauge support and interest.
- ▲ Decide on the degree of structure to be incorporated in the scheme. If tutoring is to be an assessed part of course programmes then acceptance by the course committee or equivalent will probably be required.
- ▲ Consider the following: which departments in the institution, which schools, which year groups?
- ▲ Meet Headteachers, Heads of Departments and Link Teachers after consultation with the Regional Authority/LEA.
- ▲ Consortium Coordinators identify contact in each institution.
- ▲ Define who is responsible for what (teachers, lecturers, students).
- ▲ Discuss the scheme with the Students' Union.

Every year including pilot year

- ▲ Note FE/HE institution and school term dates and each school's lesson times.
- ▲ Decide how tutors are to be trained (refer to Section C of this pack on training).
- ▲ Book briefing and training dates and venues for 2nd and 3rd weeks of FE/HE autumn term. (Consortium coordinators could consider running joint sessions for students from different institutions.)
- ▲ Obtain appropriate school timetables (and school prospectuses in England and Wales) as soon as possible.
- ▲ Send letters to non-final year students inviting them to volunteer (again).
- ▲ Make arrangements for Freshers' Week; tutors could organise a tutoring information desk.
- ▲ Liaise with appropriate LEA/Regional Authority contacts (CEOs, Inspectors, Advisers) and keep them informed.
- ▲ Identify a Link Teacher in each school.
- ▲ Develop evaluation (and maybe assessment) procedures and inform students and teachers.

Autumn Term

- Recruit Students:
  - Freshers' Week
  - (Departmental) publicity to attract students
  - Perhaps run short briefing sessions (recruiting presentations) at the end of lectures or in lunchtimes.
- Training sessions with teachers' and if possible experienced tutors' assistance.
- Liaise with schools to place students with reference to timetables.
- Check journey and arrival instructions per school and inform students.
- Explain arrangements regarding travel expenses.
- Visit students in schools and meet the Link Teacher in each case.
- Organise preliminary evaluation for students, teachers/departments and pupils
- Hold a follow-up training/de-briefing session.

Spring

- Consider publicity and marketing strategies, eg internal staff/student magazines, local press and radio.
- Arrange for a photographer to take a range of colour and black and white photos of students in schools for your own and others' use.
- Visit students in schools and meet the Link Teachers in each case.
- Help students organise school visits to college.
- Carry out final evaluation – for students, teachers/departments and pupils.
- Prepare Annual Report.
- Consider issuing students with a certificate/testimonial confirming they have worked as a tutor and outline the benefits.
- Organise social event for tutors.
- Thank the schools for their cooperation.

Example Tutor Testimonial

The Industrial Society

The Industrial Society
75 Brushfield Street
London E1 6AA

Direct Line 071 375 1504

Reference

12 June 1991

THE EAST LONDON CONNECTION

To whom it may concern

This is to confirm that _____
of _____
participated in a tutoring programme during the Spring Term of 1991 at _____

Tutoring involves students from HE/FE acting as part-time volunteer helpers to the professional teacher in secondary and primary classrooms. They act as positive role models to the pupils while at the same time providing extra assistance to the teacher and increasing the learning of the pupils.

Student tutors usually achieve increased:

- Communication and interpersonal skills
- Organisational and problem-solving skills
- Self-confidence

at the same time as learning more about their subject and performing a valuable community service that is enjoyable, rewarding and stimulating.

Lucy Green
Student Tutoring Coordinator

BP OIL

This scheme is supported by BP Oil's Aiming for a College Education Project

BEST COPY AVAILABLE

Example Tutor Certificate

TUTORING CERTIFICATE

This is to certify that

_____

of

_____

participated in a tutoring programme

during the academic year _____

at

_____

Tutoring involves students from HE/FE acting as part-time volunteer helpers to the professional teacher. They act as positive role models to the pupils at the same time as providing extra help to the teacher and increasing the learning of the pupils. Students acquire increased communication, organisational and problem-solving skills as well as self-confidence while doing a valuable community service that is enjoyable, rewarding and stimulating.

Signature: _____

Designation: _____

Example Registration Form for a Consortium Scheme

Application to participate in THE EAST LONDON CONNECTION

Personal – BLOCK CAPITALS PLEASE

Forename: _____ Surname: _____

Male/Female: _____

Home Address: _____ Term Address (if different): _____

_____ _____

_____ _____

Postcode: _____ Postcode: _____

Tel: _____ Tel: _____

Languages

Languages spoken other than English (indicate level of fluency): _____

_____

Academic

Student at City & E. London College ☐ Tower Hamlets College ☐

City Polytechnic ☐ City University ☐ Queen Mary & Westfield College ☐ (please ✓)

Qualification for which you are currently studying:

Access B.Ed. ☐ BA ☐ B.Sc ☐ Ph.D ☐

BTEC ☐ (please specify) Other ☐ (please specify)_____

Your present year of study: (✓) 1 ☐ 2 ☐ 3 ☐ 4 or more ☐

Your subject area of study: (✓)

Computer Science ☐ Engineering ☐ Maths ☐ Natural Sciences ☐

Other ☐ (please specify)

Tutoring Preferences

Which age group(s) would you prefer to work with? Please indicate order of preference:

(1 – yes please! 2 – quite interested, 3 – not very interested, 4 – no thanks!)

infant	junior	lower sec.	upper sec.
5 – 7 ____	7 – 11 ____	11 – 14____	14 – 16/18 ____

If you have opted for primary, your assistance is required particularly in science lessons. However, please state other subject areas you would be willing to help with e.g. reading.

If you have opted for secondary, please indicate subject areas preferred (✓ or 1, 2, 3, 4):

Maths ☐ Computing ☐ General Science ☐ Physics ☐ Chemistry ☐

Biology ☐ CDT ☐ Technology ☐ Information Technology ☐

PLEASE TURN OVER

Which school would you prefer to go to? Please indicate 1st and 2nd choice if possible:

*Devons Primary ☐
*Sebright Primary ☐
*Stebon Primary ☐
*Central Foundation ☐ (Boys)
*St Paul's Way ☐ (Mixed)
*Haggerston ☐ (Girls)

Indicate below when you would be free to go to your school? (✓ or 1, 2, 3, 4)

	Mon	Tues	Wed	Thurs	Fri
morning	☐	☐	☐	☐	☐
afternoon	☐	☐	☐	☐	☐

Confidential

PROTECTION OF CHILDREN

I am sure you will understand that it is in everyone's interest that we should protect the children we are helping from improper behaviour. As an initial precaution, I would ask you to answer the question below and sign the accompanying statement. A YES ANSWER WILL NOT NECESSARILY PREVENT YOU FROM PARTICIPATING IN THE SCHEME.

Have you ever been convicted of a criminal offence? (please ✓)

Yes ☐ No ☐

I certify that this information is correct.

Signature: _____

Date: _____

Thank you for completing this form.

Lucy Green
Student Tutoring Coordinator

Example Registration Form for a Single Institution Scheme

The Pimlico Connection: Registration Form 1991/92

1. **Biographical Details** (Block Capitals)

First Name: _____ Last Name: _____

Department: _____ Year of Study in Oct 91: 1/2/3/4/PG

Have you tutored in the Pimlico Connection before? Yes/No

2. **Tutoring Preferences**

Please write in numbers (1,2,3...) for your preference of which level and subject you would like to tutor at. Put crosses against subjects in which you would not wish to tutor. I will do my best to match up your requirements. (No need to fill in all the boxes!)

Subject	Year Preference			
	Primary	1st-3rd	4th-5th	6th
Mathematics				
Science				
Technology				
Physics				
Chemistry				
Biology				

3. Preference for a particular school?: _____

4. Willing to be a co-ordinator for your school? Yes/No

5. **Training Sessions**
Please tick to indicate which training session you will attend in Room 403 Electrical Engineering.

a) Wednesday 2nd October 1.45 - 5.15pm All registered tutors. ☐

b) Wednesday 9th October 1.45 - 5.15pm Late registrants/Others ☐

c) Monday 14th October 5:30 - 8:00pm Really late registrants ☐

6. The Pimlico Connection Society Please tick to signify that you are willing to join: ☐

7. Home Address (Block Caps)

_____

_____

_____

Postcode: _____
Tel: _____

8. Term Time Address (Block Caps)

_____

_____

_____

Postcode: _____
Tel: _____

9. Thank you for filling in this form. Please return it to John C Hughes (BP Fellow for Student Tutoring) in Room 318D Mech Eng. Ring me on Ext 7053 with any queries.

Office Use School: _____ Teacher: _____

Student Organisation of Tutors

The organisation and coordination of student tutoring can be actively supported by the students themselves. Puneet Singh and Anita Ellis of Imperial College describe the model used there:

At Imperial College the organisation of tutors in the Pimlico Connection Scheme is based on our standard Student Union format of having a 'society' run by a committee elected by the members. All the tutors are encouraged to join the Pimlico Connection Society at the beginning of the year. Committee Officers are then able to oversee Student Tutoring from the students' point of view whilst handling administration and the smooth running of the scheme. Members benefit from regular newsletters and subsidised social events such as dinners and guest speakers as well as having a well defined 'back-up' in case problems arise.

The Committee consists of five posts which have evolved with the following responsibilities:

- ▲ The Chairperson is the Society's link with the Student Union and pursues the interests of the Society within the Union. The Chair also keeps in touch with the staff coordinator, arranges meetings for Link Tutors, as well as representing the Society at meetings and functions.
- ▲ The Secretary's main tasks include keeping the Committee in touch, newsletters for members and organisation of the 'Freshers Fair' stall.
- ▲ The Treasurer keeps the society's accounts which involves collecting membership subscriptions and extracting a grant from the Union.
- ▲ The Publicity Officer is in charge of promoting the Scheme which includes the production of posters, leaflets and articles for publication.
- ▲ The Social Secretary organises social events for the members, including meals and guest speakers, as well as arranging refreshments for other meetings.

Despite the Committee posts being well defined with specific tasks, the Committee itself operates very much as a team. The responsibility for organising individual tasks is shared between Committee Officers but the tasks themselves are performed collectively.

Helping with the running of a student tutoring scheme can be very rewarding.

Consortium Schemes

The Role of the Institution Contact

The Coordinator of a consortium-based scheme needs to make it clear to institution contacts exactly what is required of them. Here are some suggested guidelines based on the experiences of Barry Rowswell (City & East London College) and John Mohan (Queen Mary & Westfield College):

- A consortium scheme coordinator needs one main point of contact in each participating institution. The institution contact should inform the consortium scheme coordinator of term dates (students and staff) and check with participating departments the dates of exams, work experience, study visits etc all of which may affect students' availability to tutor.
- It is advisable that the institution contact should be someone with a cross college role.
- Feedback information on scheme to relevant individuals/groups within institution eg. VC, principal, academic boards. The backing of the principal/senior management is essential. Their involvement gives status to the scheme and encourages active partnerships between departments.
- The institution contact organises Publicity/Marketing of scheme within institution in liaison with the consortium scheme coordinator. Recruitment is more successful if the person publicising the scheme is familiar to the students. Personal appeals by departmental staff in lectures are an effective approach.
- Be the point of contact for students within the institution.
- Set up training sessions in collaboration with consortium scheme coordinator/education dept. colleagues.
- Organise debriefing sessions if appropriate.
- Work with course tutors on accreditation issues. If the scheme can be embedded within the curriculum in this way, funding may be more forthcoming.
- Students may also assist the institution contact especially during the recruitment drive and tutor training. It helps greatly if they feel they have joint ownership of the scheme (see B10).
- Together with the consortium scheme coordinator, the institution contact should explore further resources to support the scheme in the future eg. TECs, LECs, EBPs, COMPACTS, local industry, local charities.

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How to Use this Material

The following collection of tried and tested training exercises are designed for trainers to copy or adapt and to mix and match. The 'framed' sections are designed to hand out while the remaining text gives suggestions for coordinators planning training sessions. Despite differences in the time available for training and in the numbers and experience of the trainees involved, as well as in the age gap between tutors being trained and the pupils they will help, there are general principles that apply to all.

Link teachers and other students, who already have experience of tutoring, are a great help in running these training sessions, particularly in leading small discussion groups. Coordinators will usually have liaised with local teacher training institutions and they may find assistance from there. If they are not teachers themselves, this will be particularly valuable.

The exercises provide ways of opening up the areas listed below and raising issues that need to be addressed. The purpose of the exercises should be made clear to the trainees, and they should be followed by discussion in which the trainees draw on their own experience. The aim in leading such discussions should be for the trainees to think for themselves, raising the important points themselves and modifying their own views as their appreciation of the issues is broadened and as they learn from each other.

Aims of Tutor Training

The training should raise awareness and help the tutors to:

- fit into the climate of the classroom as assistants to the teacher;
- feel comfortable in their role;
- know how to react to a variety of possible situations;
- understand the aims and objectives for the lessons in which they are helping;
- understand something about the school community and the whole school curriculum.

It should also help tutors to develop their own communication skills and to be able to:

- improve their own questioning techniques so as to help pupils more effectively;
- listen to pupils and their teachers;
- help pupils to think for themselves;
- help pupils to develop oral skills;
- communicate with pupils in a language they understand;
- avoid telling pupils the answer, or what they should find from an experiment;
- build on what the pupil already knows and understands;
- help pupils to use their own methods successfully;
- help pupils to develop their powers of reasoning;
- help pupils to develop practical skills;
- and perhaps most of all encourage pupils to enjoy their subject.

Running a Training Session

Sessions can be arranged for up to 40 or 50 trainees, provided that there are enough trainers and space to split the whole group into smaller discussion groups of 6 to 12.

An initial session of three hours is ideal and a selection of exercises can be used to make up a programme. If some exercises take longer than expected because the discussion is lively then they are probably achieving their purpose. There are plenty of exercises to choose from for subsequent sessions when time should also be spent debriefing the tutors' experiences in their schools.

For example at the first session:

1. A general introduction and overview of the scheme and its benefits. You might find the OHP masters in Appendix 2 helpful (15 minutes).

2. Pairs Introductions (10 minutes).

3. Hopes and Worries (10 minutes).

4. Thinking about Learning Experiences (30 minutes).

5. Break for refreshments and for giving individual tutors information about their placements, with time for tutors to meet their Link Teachers and other tutors going to the same school (45 minutes).

6. Classroom Incidents discussion (30 minutes).

7. Active Listening and Tutoring Role Play or Drawing Game (30 minutes).

8. Final questions and summary (10 minutes).

This section also includes additional training materials which trainers have found useful. These can be used as substitutes for the above activities or for follow-up sessions with tutors.

It is best to run the training sessions when the arrangements for placements have been made, and/or to have the Link Teachers at the training session so that the tutors can find out about the school and class(es) they will visit. A large map showing the locations of the schools, details of school addresses, telephone numbers, school times, name of link teachers and also travel arrangements, should be made available.

Tutors will need to know about the school they will be visiting, and Link Teachers can tell them about recent changes in schools and in the curriculum, and also about the sort of classroom organisation and teaching styles they will encounter. School brochures will be very useful here - both 'whole school' brochures and also, in the case of secondary schools, departmental brochures giving more detail about a particular subject area. Photographs and videos taken in local schools can be used to set the scene and to show tutors that lessons are not always as formal as some may remember from their own schooldays.

continued

It is important that tutors realise that they are making a commitment and that they must inform the school if for any reason they are prevented from attending.

The training video mentioned in C25/26 is produced in a PAL format. Before ordering a copy from BP Educational Service please check whether it will work in your country.

Breaking the Ice

Pairs Introductions

Trainees who have not met before are paired.
The partners introduce themselves and try to get to know each other. Then each introduces his/her partner to a larger group of about 6 to 12 people.

If everyone knows everyone else they might describe some memories of their schooldays or a hobby or a memorable event in their lives and then recount what their partner has told them to the group.

Hopes and Worries

Participants are asked to discuss, in twos or threes, their hopes and worries for their school visits. These are then brought back to the whole group and listed on a flip chart or board. They are either dealt with there and then, or the group is reassured that these issues will be addressed as part of the training session, or dealt with individually as appropriate.

The aim is to help the coordinator and the rest of the group to know what is on people's minds so that these points can be taken up and worries overcome. It may be helpful to tick items off the list as they are covered during the session.

Active Listening Role Play

Two volunteers are needed. One leaves the room and is asked to describe some incident to the other person on going back in.

Meanwhile the other person is told to make no encouraging response at all to the account, to sit slightly turned away from the speaker, to avoid eye contact, and not to appear to be interested.

When the talker runs out of steam they are asked what it felt like. Generally the talker feels discouraged though the listener has found it difficult to stay switched off. The whole group should discuss what is involved in active listening.

Thinking about Learning Experiences

The Bad and Good Learning Experiences exercises and discussion can be followed by the Tutoring Role Play (see C7) or alternatively by a discussion on helping pupils to use their own methods successfully (see C8) or on improving questioning techniques (see C10 – 13). The list of some of the factors in good and bad learning experiences is to help the coordinator and should not be offered to trainees because the purpose of the exercise is for them to decide for themselves what these factors are.

Some factors in bad learning experiences:

- lack of confidence
- fear
- mockery
- lack of motivation
- sarcasm
- embarassment
- punishment
- lack of communication
- no encouragement
- could not make sense of it
- panic

Some factors in good learning experiences:

- praise
- humour
- feedback
- encouragement
- good company
- relevant materials
- personal attention
- the right pace

Thinking about Learning Experiences

Bad Learning Experiences

Everyone individually recalls some bad learning experience that they have had and writes down the factors which made it so. The experience does not have to have been in school or college: it could have been learning to drive or swim or . . . (3 minutes).

Small groups discuss whether there are common factors and make a list of them on a large sheet of paper. They do not recount the experiences but concentrate on the reasons for them being so bad. (5 minutes).

Good Learning Experiences

By contrast everyone recalls a good learning experience they have had. In pairs each person describes their good experience to their partner. People report their partner's experience to the group. (15 minutes).

Brainstorm

Factors which make learning experiences good or bad.
Two people write these up on two sides of the board, or two flip charts. (5 minutes).

Discussion

How do tutors helping in the classroom on their weekly visits affect the pupils' learning?
Which of the above factors should they consider?

Tutoring Role Play

Working in threes, players are given a prompt and a minute or two to think themselves into their role. They do not see the other prompts.

Player 1: You are the tutor

It is your first meeting with the pupil (aged 14). The lesson is on magnetism. This pupil misses a lot of school and you are asked to try to cover some of the basic ideas of this topic. You want to get to know the pupil, to tell him/her something about yourself and to try to get him/her interested in the topic. The rest of the class are noisy and it is the last lesson on a Wednesday afternoon.
(Choose a completely different topic if you wish.)

Player 2: Observer, Tutor and Pupil First Meeting

Watch the role play. End it after five minutes or as appropriate. Ask the players how they felt, especially about the other person.

Ask the players to describe their thinking as they negotiated with the other person.

Player 3: Pupil at First Meeting with the Tutor

It is your first meeting with the tutor. You are 14 and you hate school. You are only there because the deputy head caught you sneaking out of school after the afternoon registration. You find reading difficult. Anyone representing authority is a threat to you; in particular, people who ask you questions tend to be police or educational welfare officers who are always out to 'get' you. You expect to work on a fruit and veg stall on the market for your uncle when you leave school. You work there on Saturdays and you don't make mistakes adding up the bills or giving change. Your brother has an electric guitar which you covet.

Ways to Help Pupils

Questions for Discussion

1. Is there anything wrong with showing a pupil how to solve a problem?
2. How can the tutor find out what the pupil's method is?
3. Under what circumstances should the tutor show or explain a different method?
4. How do we avoid teaching rules which the pupil cannot apply?
5. How do we discover what the question we are asking means to the pupil? Is the pupil answering our question or some other question?
6. Look at the picture on the next page (hand-out or OHP). What do you see? Different people see different things and all are equally right.

Some Classroom Examples of Pupil Problem-Solving

Subtraction

$$\begin{array}{r} 92 \\ -\,48 \\ \hline \end{array}$$

Tim (aged 13) "4 from 9 is 50, then I said 8 take 2 leaves 6, then I said 6 from 50 leaves 44"

Tim seemed surprised when told that this was not the way most people did it.

"I don't take away like that sir."

"OK show me your way."

"How do you know it's wrong?"

Subtraction again

$$\begin{array}{rrrrrr} 5 & 4 & 3 & 5 & 3\,{}^{1}3 & \\ -\,1 & 2 & 7 & -\,1 & 2 & 7 \end{array} \qquad \begin{array}{rrrrrr} 5 & 4\,{}^{1}3 & & & & \\ -\,1 & 3 & 7 & & & \end{array}$$

OR OR

127 add 3 (130) add 10 (140) add 3 (143) add 400 (543) – makes 416.

"There . . . like that."

"Look I'll check by adding the answer back on . . . see!"

Rectangle 10 cm by 6 cm. "What is the perimeter?"
Paul (age 14) "28cm".
Teacher "No, imagine an insect crawling round the edge, how far would it go?"
Paul (very exasperated) "It is 28cm, 10 + 10 + 4 + 4 is 28!"

"But it has given the wrong answer."

"But I don't add that way either sir."

C9

Improving Questioning Techniques

Types of Questions

Ten Open or Closed Questions
Ideally the trainees work with a partner they have never met before and each has to find out some information from the other by asking not more than ten questions (for example where the other was born or alternatively each thinks of an event that has recently been in the news).

One player is only able to ask closed questions to which the only answers allowed are yes or no, and the other asks open questions which have to be answered honestly but without mentioning any names. (5 minutes).

The reason for asking questions in any discipline is normally to get information.

Why do teachers ask questions to which they already know the answers?

1. Discuss this question in twos and threes for exactly three minutes (no more).

2. **Brainstorm** all the answers from everyone.

Types of Question

Consider the following types of question.

1. Closed Questions
The question requires a yes or no answer or, alternatively, the questioner has a particular answer in mind and any other answers are discounted.

2. Open Questions
The questioner wants to find out what the responder thinks and this sort of question allows a free response.

3. Testing (or Diagnostic) Questions
These questions are asked by the teacher to test knowledge and understanding about something that the pupil can reasonably be expected to know. From this sort of questioning the teacher finds out about the reasoning, the methods and the language being used by the pupil.

4. Teaching Questions
These questions are asked by the teacher to develop a train of thought, to get the pupils to reason, to think and to solve problems. Information is given from which ideas can be developed.

Improving Questioning Techniques:

Some Do's and Don'ts

Questioning a Group

▲ Question – pause – name.

▲ Don't allow calling out.

▲ Random distribution of questions.

▲ Avoid indicating who must answer until everyone has had time to think.

Dealing with Questions

▲ Accept at any time.

▲ Treat as of equal importance.

▲ Deal with relevant ones immediately and others later; don't forget!

▲ If you don't know the answer:
- don't bluff, say you'll find out
- ask the teacher and tell them later.

Questions to Avoid

▲ **Leading:** compare "isn't that the best way to do it?" to "is that the best way or can you suggest any other?"

▲ **Built in answers:** "5 per cent of 23 is 1.15, isn't it?"

▲ **Multiple:** "So what's the next stage? . . . What would you do next? . . . What apparatus would you use?"

▲ **Read my mind:** Do you want their ideas . . . or for them to guess yours?

▲ **Complex:** Match language etc to pupil's level. Plan how, why and when to expand vocabulary.

▲ **Vague:** the pupil should know exactly what you are asking.

▲ **Trick:** this is the sort of question that most people usually get wrong.

Handling Answers

▲ Take one at a time.

▲ Welcome all answers (within reason).

▲ Take care not to embarrass anyone who gives a wrong answer.

▲ Resolving contradictions can be good learning experiences. Build on answers.

Reacting to Classroom Incidents

What Would you do in these Circumstances?

1. It is your first visit to the school and you have gone along in torn jeans because you usually wear torn jeans. The school uniform regulations are quite strict and most of the staff are formally dressed. You overhear one of the teachers complaining about your appearance although they do not know you had heard the remark. How do you feel? What can you do about it?

2. The class are having a test in formal conditions for most of the lesson. What can you do to stop yourself from getting bored?

3. You are sitting at the back whilst the teacher explains something to the whole class. You notice that a pair of pupils are not concentrating and are:
   (a) writing notes to each other;
   (b) scratching on the desk with a sharp implement;
   (c) one pupil is teasing the other.
   How do you react in each case? What are you going to do about it?

4. The pupils are actively involved in an experiment in pairs and the teacher is busy with the blackboard. What can you do to involve yourself?

5. A pupil raises his hand and asks you for help with a worksheet on a topic which you know nothing about. What will you say to him?

6. You arrive at the school to find that your teacher is absent and a substitute, who is not a specialist in the subject, will be sitting with the class whilst they do work set by the absent teacher. What will you do in this case?

7. The teacher assigns you to a small group of pupils as they all work independently on worksheets. How will you approach them and involve yourself?

8. Towards the end of the lesson you discover that you have misinformed a pair of pupils about something. What will you do about this?

9. You try to explain a method to a pupil who lacks sufficient background knowledge. What do you do?

Reacting to Classroom Incidents

General

A. Whilst you are circulating around the class a pupil asks you "Please Miss, what are you doing here? Are you an Inspector or something?" What is your reply?

B. The class is working well but you notice that one boy is silently crying. What do you do?

C. During your last lesson with the group, one of the pupils comes up to you and says "I wish you were our regular teacher; you're ever so much better than . . ." What do you say?

D. The class is doing an investigation. One boy has written up some results and thinks that he has finished. You know that there are ways in which the investigation can be extended that he has not tackled. What do you do?

E. You are working with a small group of children and one of them, who has been looking rather pale and trembling, suddenly keels over, and falls off her chair onto the floor. What do you do?

Science

1. A class of third years are lighting their Bunsen burners. This is not the first time that they have been introduced to Bunsens. One pair of girls cannot get theirs to light, apparently because they are not holding the match near enough to the Bunsen. What do you do?

2. The teacher is demonstrating an experiment at the front to a class of first years and you are at the back. In order to get a better view, one of the boys stands on his stool. What do you do?

3. A class of fourth years has just begun the chromatographic separation of chlorophyll pigments. You notice that one group is about to put too much nettle extract on their absorptive paper. What do you do?

4. The class of second years are writing up their homework. Sharon has finished first and is getting bored. There is still five minutes of the lesson left. What do you do?

Communication Skills

Drawing Games

These games are for teams of 4 – 8 players.

The following list of rules is given to each team; the organiser does not explain the rules. Everyone needs pencil and paper. The organiser has 6 cards for each team.

Rules for the Drawing Game

1. Your whole team must read instructions 1 to 6 before playing the game and 7 to 12 when they have finished the game.

2. There are six diagrams on six cards to draw which your team will be given one by one. The first team to complete all six wins. When everyone in the team understands the rules, one person can go and collect the first card from the organiser.

3. Only one member of the team can see each original picture and s/he (the explainer) has to describe it to the others without drawing it for them and with no gesticulation or "drawing in the air."

4. As soon as anyone thinks they have drawn the picture correctly they should show it to the explainer and if s/he agrees that it is correct one member of the team should bring this sketch to the organiser and collect the next card.

5. Different people in the team should take turns to be the explainer.

6. The other members of the team are not allowed to talk or to ask questions for cards 1, 2, 3 and 4. For cards 5 and 6 they can talk and ask as many questions as they like.

Observation and Discussion Points

When you have finished the game please consider and, if time, discuss:

7. How hard did you find it to explain the diagrams? Was it easier or more difficult than you expected? Did you take a global view, use "like a . . ."?

8. Did you find it easy to follow the explanations? Was there enough repetition?

9. Did the explainer check and build on what you already understood?

10. What difference(s) did it make when you were allowed to ask questions?

11. What similarities are there between this exercise and experiences of teaching and learning in schools?

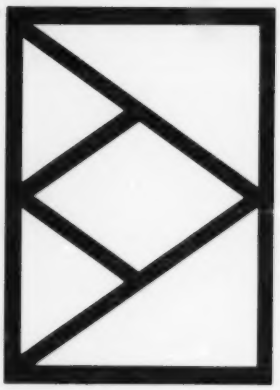
12. Did your group cooperate well; was time wasted?

13. What difference would it have made if everyone in the team had had to draw the diagram correctly before the team could collect the next card?

Communication Skills

Drawing Game Cards

1.



2.

3.

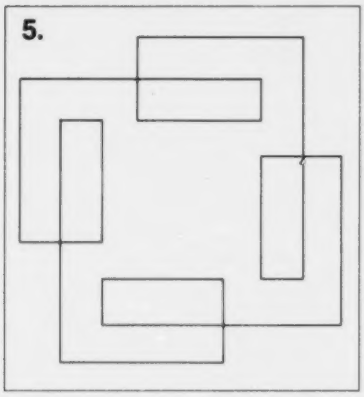
4.

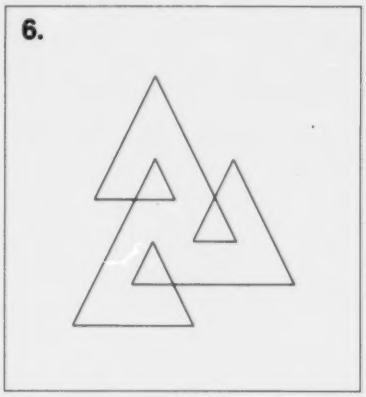
Communication Skills

Drawing Game Cards and Alternative Rules

These cards, or sheets A and B (next page), can also be used for an exercise in which a pair of players sit back to back and one describes the picture to the other who has to draw it. A third player can act as observer and referee taking note of the Observation and Discussion points given on page C17.

However the game is played, it is useful to discuss afterwards the difference between cards 1 to 4, which are best described taking a global view, and cards 5 and 6, which are best described taking a local view (as a Logo turtle path). Reference can be made to the Logo computer language which is widely taught in schools, and to the spirolaterals investigation below which is typical of the open ended approach to school work.





Example of investigative, open-ended, problem solving work in schools

Spirolaterals Investigation

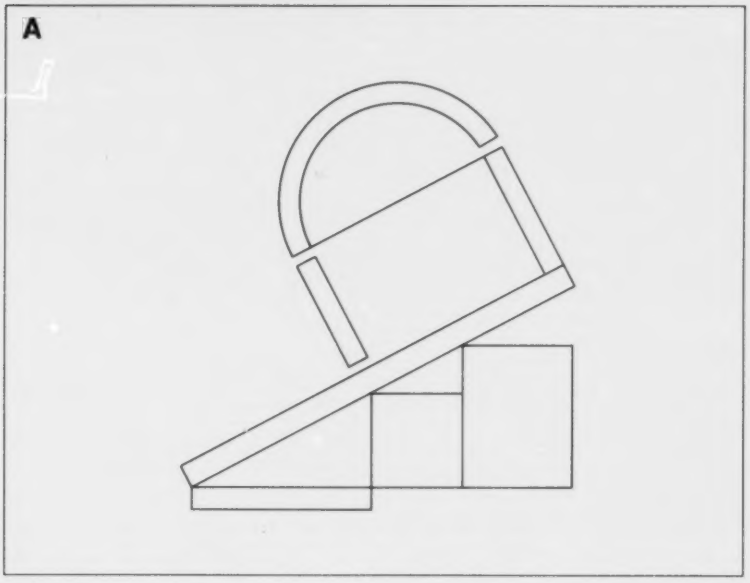
Patterns on cards 5 & 6 above are 1, 3, 2, 4, 6, 90° and 1, 2, 3, 4, 120°.

Cards 5 and 6 illustrate a popular school investigation of an open-ended nature. You might like to analyse the variety of patterns which can occur. Take a sequence of three, four or five lengths and an angle of turn. Do all paths close up? If not why not? Can you prove your hypotheses? What can you find out about such patterns?

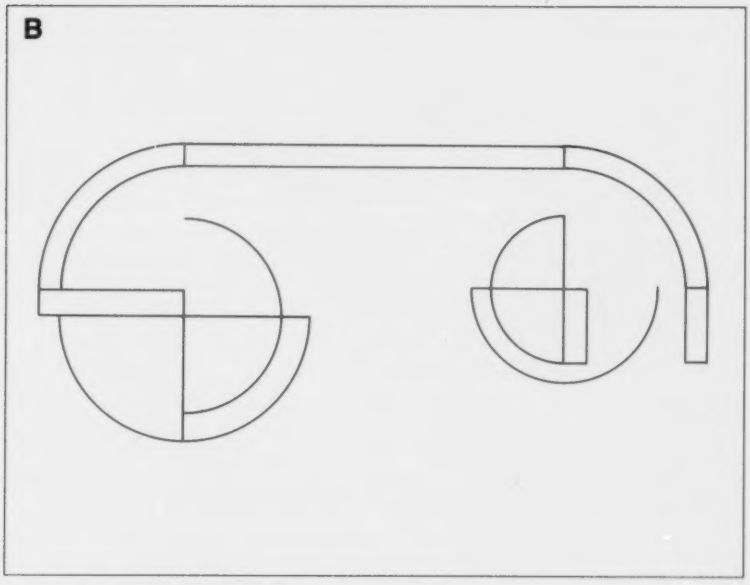
Communication Skills

Drawing Game Sheets A and B

A



B



Communication Skills

Pergola Game

Pergola

This is a team game and the object is for the team to build a construction of multilink or lego which is an exact replica (including colours used) of one which only one member of the team is allowed to see and which that person has then to describe to the rest of the team. This construction is on display in another room and the one member from each team who views it is not allowed to make any notes or sketches.

A supplier of building materials who keeps an account is needed and suggested charges are as follows:

5 bricks (bulk buy)	£4000
1 brick	£1000
Brick supply company will buy back bricks at	£500 each
Time allowance	15 minutes
Penalty for each minute or part of a minute of late completion	£5000
Penalty for each fault on completion	£10000

Thinking about Learning and Remembering

Memory Test

Organisation

1. Make sure the participants have pen(cil) and paper.
2. Tell them that you will give them a memory test but not to worry because they will check their own answers and no-one else will know how they performed. Then say that you will read a list of 30 items without repetition. They must not write anything until you have finished, and then they must write down as many of the thirty as they can remember.
3. Make sure that they are ready. Then read the list of items in the order given, slowly and clearly, without emphasis or change of intonation.
4. Give the participants 4 minutes to write down as many as they can remember.
5. Read out the list again so they can check their answers, or give them copies of the list.
6. Ask them to make notes on what they have learned from the exercise.
7. Have a general discussion on what they have learned.

Purpose/Rationale

Participants should be able to relate this experience to their role in helping other learners. After the game, the discussion should bring out some of the following points:

1. If information is not organised into categories it is difficult to remember;
2. If information is not repeated it is difficult to remember;
3. An odd one out (or cognitive disonance) sticks in one's mind most readily;
4. It is difficult to hold much information in short-term memory for long – so not too much information should be given all together unless something can be written down or some aid to memory is given.

The List

1. COLOUR	11. PINK	21. CONCEPT
2. SEPTEMBER	12. VOLVO	22. INNOVATION
3. RUBY	13. LAWN MOWER	23. RAKE
4. TRAIN	14. BLUE	24. SAPPHIRE
5. JULY	15. FRANK BRUNO	25. ORANGE
6. GREEN	16. RED	26. MONTHS
7. FORD	17. KNOWLEDGE	27. HOSEPIPE
8. DIAMOND	18. TROWEL	28. VOLKSWAGEN
9. SPADE	19. BICYCLE	29. MARCH
10. SKILL	20. JUNE	30. JAGUAR

Interim or Mid-term Feedback Session

Questions for small group discussion

1. What is most different in schools today from when I was at school?
2. What surprised me when I visited my school?
3. What impressed me when I visited my school?
4. What disturbed me when I visited my school?
5. Would I like to be a pupil doing the National Curriculum (in England or Wales)? Why or why not?
6. What has my experience so far taught me about tutoring?

Some sharing of responses and impressions from the whole group.

Training Video Guidelines

A video has been produced by BP Educational Service as part of its Aiming for a College Education programme in partnership with the nationwide CSV Learning Together initiative and is sponsored by BP and British Gas.

The video is designed to be used as a resource by the trainer in HE/FE, prior to the student tutors going into schools. There are frequent prompt points to encourage the active involvement of viewers. Each prompt point is indicated by a red triangle in the corner of the screen.

Interactive participation of the student tutors combined with the use of the rest of the Resource Pack is considered vital.

Trainers might find it most useful to encourage questions and discussion at the prompt points before proceeding with viewing the sections. The guidelines on C26 assist with this and facilitate the dovetailing of other exercises/information sheets from the Resource Pack.

The video is available at a cost of £5 from BP Educational Service.

British Gas

BP

CSV People for People

Learning TOGETHER

Training Video Guidelines

Training Video Guidelines

Time (Min/Secs)	Title	Notes	Relevant pages in Resource Pack
0:00	▲ **Introduction**	This section could be used independently to explain student tutoring in presentations in addition to training sessions.	A3-A6
2:00	▼ What? ▼ Why? ▼ How?		G3-G9
4:20	▲ **Working with Teachers**		C1-C3
4:22	▼ What will your school be like?	General views of urban and rural schools and classrooms to emphasise the individuality of each school.	E3
5:29	▼ What is your role in the classroom?	Stress that the student tutors act as a resource to the teachers and support them in the learning environment.	E3-E5
6:42	▼ What support will you get?	The vital role of the Link Teacher, (Link Tutor) and the classroom teacher is explained.	D1-D3
7:15	▼ Summary points	- Every school is different - Get involved - Support the teacher - Work actively with the pupils - Ask for help if you need it	
7:26	▲ **Working with Pupils**		
7:30	▼ How can you best work with pupils?	A selection of classroom situations is shown and is designed to reinforce discussion on this key issue.	E4-E5 C4-C5 C7
9:52	▼ What will you do on your first day?	Some suggestions are provided - points to bear in mind on the first day	D1-D2 E6
10:04	▼ How can you ask good questions?	Examples are provided of different questioning techniques as detailed in the Resource Pack	C10-C13
12:20	▼ How can you help understanding?	Can be used to raise awareness within this wide field	C8-C9
15:36	▼ Summary points	- Be friendly and smile! - Be patient, positive and persevere - Build on pupils' existing knowledge - Encourage pupils to aim high - Be committed and enjoy your student tutoring	C16-C23
15:52	▲ **What are the benefits for students?**	Classroom shots and student interviews illustrate some of the benefits	E1 E8-E10 G7 G10
19:45	▲ **What are the benefits for teachers?**	Classroom shots and teacher interviews	G8-G9 G11
24:01	▲ **What are the benefits for pupils?**	Some comments that pupils have made on student tutoring	D10
25:01	▲ **Credits**	Thanks to individuals and institutions who helped in the making of the video	G9 G12

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Contents

Teacher Guidelines	D1 - D2
Link Teacher Factsheet	D3

Teacher Guidelines

Tutors in your classroom provide you with a unique and user-friendly new resource. The tutors can be excellent role models to pupils, helping them learn more about college and university and about their particular subject.

Feedback periods at the beginning and end of each visit are important for you both to get the most out of the experience. **Tutors are not education students and are self-selected volunteers** and so will need initial guidance to develop their skills. The teacher is in charge of the class at all times and is responsible for the pupils legally, morally and educationally. Ideally the school should identify a Link Teacher to liaise with the college university coordinator.

Before tutoring begins

- The college university coordinator visits the school and talks to the senior management and classroom teachers. The coordinator explains the role of the Link Teacher and the possibility of having a student who has tutored before acting as a Link Tutor.
- The school provides the coordinator with timetables and a list of which teachers would like to be involved.
- The school should supply information on such matters as dress standards, pupil background, languages spoken and lesson times.
- The coordinator trains and matches the tutors to classes. More than one tutor can be assigned to a class.
- The coordinator informs the school of the names of the student tutors and their placement times.
- It is important that tutors stay with the same class(es) so as to build up a good working relationship with pupils.
- The tutors should always phone if for some reason they cannot attend.

First Day

It is a good idea for teachers to have lunch with tutors in the school. It can 'break the ice' and orientate the students who may have never been to such a school before. The students need to be given a tour of the school (provided with a map if possible), advised as to where to leave valuables and shown the way to the staff room and toilets.

- Provide the tutors with verbal or written course outlines and a list of pupils' names.
- Teachers should ideally tell pupils in advance that a tutor is coming to help them.
- Introduce the tutor(s) to the class by first and family name. It is a good idea if the tutors write their names on the board.
- Try to direct the tutors' activity in some detail on the first day to give them a chance to settle and build their self-confidence.

Every Week

The tutors should ideally arrive 10 minutes before the visit begins. Tell them what the lesson plan is and what you would like them to do. Check during the course of the lesson that the tutors and pupils are working well together. Tutors are told not to divert from your instructions without asking you first, nor should they take on a disciplinary role. They are reminded that their role is that of a responsible adult in the presence of young people, but that major offenders must be dealt with by the teacher.

The teacher should never leave the tutor alone in the classroom with the pupils. Tutors are advised to leave the room if the teacher does. If the teacher chooses to send a tutor to work with a small group in an adjourning room, s/he must remember that tutors are self-selected volunteers. At the end of the lesson, the tutors benefit from a short debriefing and it is useful for the teachers to hear how individual pupils have responded to the tutors.

Link Teacher Factsheet

The Link Teacher has a pivotal role in the student tutor scheme; his/her dedication and enthusiasm are crucial to the success of the programme in any particular school.

The following points have been found to be particularly useful:

- The Link Teacher should maintain regular contact with the classroom teachers under whom the students are working, to check on their progress and on any problems which may have arisen. Where a student becomes involved with a really unresponsive or troublesome group of pupils, experience of continued failure can demotivate him or her very rapidly – teachers must be aware of this and be ready to take necessary action.
- The school might have a student who has tutored before who can act as a Link Tutor to help coordinate week to week issues as well as provide assistance to other tutors.
- The Link Teacher should introduce students to each teacher with whom they will work, at the point where they join him/her, explaining where the students are from, and what their function is in the school (emphasising that they are not student teachers).
- It is a good idea for teachers to have lunch with tutors on their first day in the school. It provides an opportunity to break the ice and orientate the students who may never have been to such a school before. The students need to be given a tour of the school (issued with a map if possible), advised as to where to leave valuables, and shown the way to the staff room and toilets.
- Ideally, the Link Teacher and Link Tutor meet with all tutors in the staff room for a cup of tea at the end of the school day. The tutors (who may well not know each other very well) can swop notes on their tutoring experiences. They also appreciate the opportunity to talk further to the teachers about individual pupils and seek advice on ways to work with them. The teachers can also inform tutors about recent educational changes (like the National Curriculum in England and Wales or the 5 – 14 Development Programme in Scotland) and how they see the tutors helping in the teaching process. It is important to make the tutors feel wanted and accepted in the classroom.
- If possible, ensure that all the tutors have a school (and department) brochure before they come. Talk to them about your school's ethos; if you are able to attend the Training Session you could do this then. The behaviour and dress standard expected of them should be explained.

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Student Tutors in Schools

Tutoring is fun!
Tutoring is an enjoyable activity but it is also serious and requires a commitment on the part of the student for the length of the programme. Pupils in particular get very upset when "their tutor" stops coming – they might think it's because you didn't like them? Their self-confidence can be badly affected.

Tutoring gives you the opportunity to:

- ▲ increase your communication, interpersonal skills and patience;
- ▲ have practice in problem-solving and time-management;
- ▲ reinforce your knowledge of fundamentals in your subject;
- ▲ reflect on others' understanding of your subject;
- ▲ develop an insight into the teaching/learning experience;
- ▲ increase your self-confidence;
- ▲ have a welcome break from the rigours of studying!
- ▲ get to know people who are often from a different social background than your own;
- ▲ relate your subject to the outside world;
- ▲ impart your enthusiasm and knowledge of your subject to pupils;
- ▲ gain a feeling of satisfaction through helping to play an influential part in the lives of young people;
- ▲ participate in a valuable community service that is great fun;
- ▲ give experience that will help in making a choice of career;
- ▲ develop skills that are valued by employers.

continued

Tutoring: What, Why and How

What?

Volunteer students assist teachers in local secondary and primary schools. Typically the student tutors help for one afternoon or morning session per week for between 1 and 2 terms.

Why?

To help schools make lessons more interesting for pupils by providing student tutoring from further or higher education institutions.

To raise pupils' aspirations and motivation for staying on in education and training beyond 16 by providing positive role models through which they find out more about their subjects, the outside world and student life.

To give FE and HE students the opportunity to develop their social, organisational, problem-solving and communication skills in a practical context.

Tutoring has been found to be an excellent way of providing extra stimulus to pupils of all abilities.

It is an enjoyable, rewarding and stimulating activity.

How?

Tutors work individually or in small teams, under the supervision and direction of teachers, helping pupils with their work and discussing the relationship of the subject being studied to everyday life.

Student Tutor Factsheet

The School

When you enter the school, you are adopting a different role from your normal everyday activity as a student, and it is important that you behave accordingly. The ethos and atmosphere of every school is different, and you will soon learn to blend in to your own particular school. Talk to your Coordinator, Link Teacher and Link Tutor (if applicable) about the school where you are going. Generally it is fine to dress as 'you'. Do remember to let the school know if you cannot turn up for some reason.

The Link Teacher and Tutor

The Link Teacher is your support within the school, although you may also receive visits from your Coordinator. Your school may have a Link Tutor who is normally a student who has tutored before and is there to help with day to day issues. If you should have any difficulties or uncertainties, consult your Coordinator, Link Teacher or Tutor at an early stage – s/he will probably be able to resolve them with a minimum of fuss or delay. Try to meet up with other tutors and the Link Teacher whenever possible at the end of each school visit so that you can talk through issues of interest.

Working with Teachers

Always remember that you are a visitor in the teacher's domain. Do not tell the teacher his or her job, and never try to upstage or correct the teacher in front of pupils. At the same time, it is important that you show a positive attitude. Try to identify activities where you could play a part, or introduce new ideas, and discuss these with the teacher concerned.

Working with School Pupils

To work effectively with pupils it is important that you get to know them, and become **friendly**; at the same time you must maintain their respect, so that you stay in control of the situation. This is a difficult balancing act which every tutor must perform. The way in which you achieve it will depend on your own personality, as well as on the age and ability of the pupils, and the particular ethos of the school in which you are working.

Many students find that they achieve the best result by encouraging the pupils to use their first names, and in general presenting themselves as students not substitute teachers – in effect, adopting an older brother or sister role. Whatever you do, you must always try to look and sound confident and relaxed. Try to relate the subject to the 'outside' world whenever possible and be careful about speaking down to the pupils, no matter how young they may be.

Classroom Tutoring

In the classroom you may meet pupils of any age from 5 to 18 and of all ability levels. The following pointers, drawn from the experience of tutors and teachers in the classroom, should help you.

- Tell the pupils your name and show them it in writing. (A badge can help to remind them.) Tell them who you are, why you are there and for how long.

- You must gain the pupils' trust and respect, so that they feel relaxed and confident with you. Always try to seem relaxed and confident, no matter what the situation. It is a great help to learn the pupils' first names.

- Praise and encouragement are the best ways to get pupils working. You will find that many of the pupils you encounter are very short of self-confidence. It is helpful for the pupils to gain the confidence in finding their own way to the solution, rather than being led to it by you or the teacher. Proceed by asking questions rather than making statements.

- In some cases you may be asked to lead a small group of pupils in an activity. In which case be sure to explain clearly what you are going to do and remember to summarise at the end (better still ask a pupil to summarise).

- When working with pupils, it is very easy to find yourself doing all the work for them. It is important that you avoid this, and instead lead the pupil along through the work by suitable hints and questions.

- Do not discriminate or show favouritism. Be aware of the pupils' sensitivities; ethnic, social class, gender and religious beliefs.

continued

- Some of the pupils you will encounter may be unreceptive to book-work and to written work in general. Such pupils will respond much better and learn more if they can be involved in some practical activity.

- In the same way, where it is appropriate (as in a language or practical class) pupils enjoy interaction with other pupils. This may for example take the form of role-playing or group investigations.

- If you have detailed knowledge of the subect being taught, you will naturally feel more confident and more in control of the situation. Even where the work is new to you, however, you can still play a role, learning alongside the pupils and letting them see how you tackle the learning process.

- Should you have trouble with a pupil, hand over the situation to the teacher. The teacher is trained and experienced in dealing with such situations and remains in charge of the class at all times. You are not there to act as a disciplinarian.

- Have patience and persevere.

- Try to find **simple** relationships between the task in hand and the everyday world.

- Smile! It is the fastest ice-breaker!

Student Tutors: Letter of Introduction to Teachers

Hand this sheet to the teacher on the first day of tutoring

Your student tutor(s) is/are

_____

Institution: _____ Dept and Year: _____

_____

Institution: _____ Dept and Year: _____

_____

Institution: _____ Dept and Year: _____

_____

Institution: _____ Dept and Year: _____

Start Date _____

Finish Date _____

Guidelines

Here are a few guidelines teachers have suggested as useful starting points:

1. Please introduce your tutor(s) to your class by their first and family name. (The tutors might prefer to do this themselves). Explain to the class why the tutors are there so they don't have to repeat it 30 times!
2. Ideally the tutors will work with the same class(es) each week and get to know the children. They do not merely want to observe.
3. The tutors want to feel needed and they have a considerable amount to offer. It is helpful to discuss your plans and joint expectations with your student tutors at the beginning and end of each session.
4. Please remember that the student tutors do not necessarily intend to take up teaching as a career. They are doing tutoring as an enjoyable community service and because it is a rewarding and stimulating activity. **They are not student teachers but self-selected volunteers.**

continued

Tutoring: What, Why and How

What?

Volunteer students assist teachers in local secondary and primary schools. Typically the student tutors help for one afternoon or morning session per week for between 1 and 2 terms.

Why?

To help schools make lessons more interesting for pupils by providing student tutoring from further or higher education institutions.

To raise pupils' aspirations and motivation for staying on in education and training beyond 16 by providing positive role models through which they find out more about their subjects, the outside world and student life.

To give FE and HE students the opportunity to develop their social, organisational, problem-solving and communication skills in a practical context.

Tutoring has been found to be an excellent way of providing extra stimulus to pupils of all abilities.

It is an enjoyable, rewarding and stimulating activity.

How?

Tutors work individually or in small teams, under the supervision and direction of teachers, helping pupils with their work and discussing the relationship of the subject being studied to everyday life.

Some ways to use tutors:

- To help individuals or small groups with work that they have missed or found particularly difficult;
- To assist pupils who work faster than others providing additional stimulation;
- To help pupils on graduated assessment schemes, giving them extra practice individually with those areas which they have found difficult, particularly in reading written instructions and in oral, practical and mental skills;
- To give children their undivided attention and encourage them to discuss and talk through their ideas. Some high-ability children take pride in not needing "help" and don't realise the importance of oral work.
- To assist pupils with project work.

What the Tutors Say

Secondary

"Easily the most rewarding part of the second-year course."

"One principle stressed throughout has been the importance of planning; all tasks involved organising one's own work and role within the classroom. The validity of forward planning was shown by the success of the model lesson. Keeping a continual record of events in a log book has been helpful as it ensured one assessed the afternoon's events. It has helped in developing my willpower and the log book has also initiated the use of an appointments diary. This discipline is now being furthered in the organisation of my personal life . . . Overall, the project provides a challenge and an enjoyable experience."

"Talking to pupils as a group has increased my communication skills considerably. As the weeks progressed, my confidence increased and I was better able to communicate. It has also given me a great sense of achievement."

"Explaining a subject to other people helps you to learn and to clarify knowledge in your own mind . . . Training fellow employees is part of many jobs, so the skills acquired are directly relevant for many employers."

"It was of great benefit being thrown in at the deep end; excellent for building confidence . . . It was quite enjoyable; don't be intimidated!"

"I found that after a while I was able to explain quite technical things to the (7th year) pupils at their own level, and this helped me to understand the topics better myself."

" – kick you get from the sense of achievement at helping a student to understand something . . ."

"They all thought it was good to have someone else to talk to as well as the teacher."

"Relating to younger students helped me to understand the subjects better."

"The project allowed us to gain a great deal of confidence and to show the pupils that we are not all very clever or rich."

"Project SUCCESS gave me a sense of importance; made me feel useful, as I could help others in subjects that I have experience in. I am glad I chose it. Originally I hated it but as the weeks went past, I grew to like it. It was demanding but rewarding. I found it more interesting than business studies."

"I enjoyed providing practical supervision; helping with safety, techniques, graphs, calculations."

"I assisted with pupils who work slowly or those who have gone much faster."

"Helped pupils with SMILE worksheets by introducing simple analogies and endeavoured to let them work things out for themselves."

"Giving information about HE and what University life is really like."

continued

"I was able to talk about an area I am specifically interested in (wind energy). I found discussing topical (green) issues was of interest."

"It gave me the opportunity to help pupils change their mind about Maths and give them some self-confidence. I was working on a computer with a group, learning to use vectors to control racing cars."

"As the pupils got to know me, they would come to me for help and ask questions when they were having difficulties. A few stayed behind just talking to me about studying at university and what it was like . . . I actually felt that I'd helped."

"I assisted with a 'see and do' exercise. The teacher demonstrated how to make a slide and focus a microscope. I would check that each pupil could do this by working with each one in turn – also a good way to get to learn their names."

"I was able to help the pupils in actually setting up the practicals and doing the calculations. The teacher always provided a means of becoming involved."

"The project was to build a moisture detector. I was able to help with the theory and soldering. I also helped with the woodworking when the circuit building got stuck."

"Helping pupils with difficulty with English."

"Had to think of ways to relate what they were doing to everyday activities and to things that they enjoyed doing."

"By the end, one of the girls expressed an interest in HE; she didn't even know about it before. The tutees were not as unruly as I expected. They accepted me."

"It's amazing how much work teachers put into their classes. I was really impressed."

"One particularly awkward child made my day when he told me he wanted to become a scientist – but the reason? He wanted to make bombs!"

"I enjoyed working with the children – they were good fun."

"Excellent experience – stands out in my university career."

"All in all, I found the project both interesting and educational, and it has certainly encouraged me to consider the teaching profession if I should leave the engineering industry."

"An amazing experience. I've never before understood why people would want to teach, but being on this scheme has made me realise why . . . It was very, very satisfying."

"It's a fantastic way of developing links between different educational institutions."

" – the first entry into a 'live' classroom is something which takes a certain amount of courage. Just before the first afternoon in school, I wondered if it might not have been better to have opted for business studies. This is an opinion which evaporated rapidly once in the classroom."

" – pupils who see us more as friends than anything else."

continued

"I enjoyed the challenge of explaining scientific ideas to junior age children. Working with a small group seemed an ideal arrangement, giving opportunity for discussion and the involvement of each child. The projects we worked on were: Setting up a weather station, Water pollution and Crystal structures."

"I was glad to gain experience of communicating with other people, particularly with 11 year olds. It struck me just how little time a teacher in a classroom has for individual attention – that is where I think I was able to help the children most."

"I found Impington Village College especially interesting as I've never seen a school in which physically handicapped students are integrated so fully into a normal comprehensive. I liked getting to know the class and feeling my help was appreciated. It was very refreshing to get out of the university environment for one afternoon a week."

"It was great; no one bothered about the colour of my skin."

"How young the mothers were!!! ie my age – it made me feel old!!!"

"First time I felt really part of the class was when the boisterous member of the class commented about my clothes and another pupil stuck up for me – I had been accepted or so I think!"

"An excellent scheme; ought to be mandatory for all research scientists. The trip to the Launch Pad at the Science Museum was real fun."

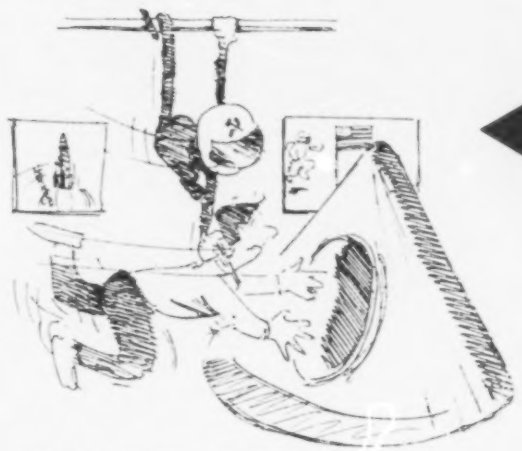
"It was great to hear 'hello' across the playground as I arrived. I learnt a lot about interpersonal relations. I was invited to the Christmas disco!"

"Being told I was 'dead good at maths' was very funny. I was keen to learn about changes and problems in teaching eg. GCSE and the National Curriculum."

"It puts Cambridge work and student pressures into perspective."

"There is something compelling about it, I found myself looking forward to it every week."

"I bumped into some Year 11 pupils in Leicester Square and they invited me to join them for a Big Mac!!"



A TUTOR GOT MORE THAN HE BARGAINED FOR ON A TRIP TO THE MUSEUM

What the Tutors Say

Primary

"Construction projects were very popular; these included bridges, vehicles and towers."

"Building a go-cart using model-kits or vehicles using Lego pieces was great fun."

"Constructing wooden frames using pieces of wood, hammers, nails and saws, or vehicles using cereal boxes, wooden wheels and wires for axles proved stimulating for the children."

"Practical lessons really break the ice – don't be frightened to get your hands dirty. We tried making cofferdams one afternoon."

"Some of the class did 'cooking'; they were split into several smaller groups – I helped one of these groups."

"Projects give the tutors and pupils something to aim for and satisfaction at the end. I helped one boy make a bed from a cardboard box, scraps of material, various oddments etc."

"The most successful exercise I did was on the heart and pulses. The sense of achievement that my group experienced when they found out how their own heart rate changed after exercise was enough to get them to listen to me explaining how the circulation system works."

"Building bridges and structures and showing the idea of triangles and arches (beware – we couldn't break them as they were too strong!)"

"Reactions between lemon juice/vinegar or bicarbonate of soda and blowing up ballons with the gas – now that was fun."

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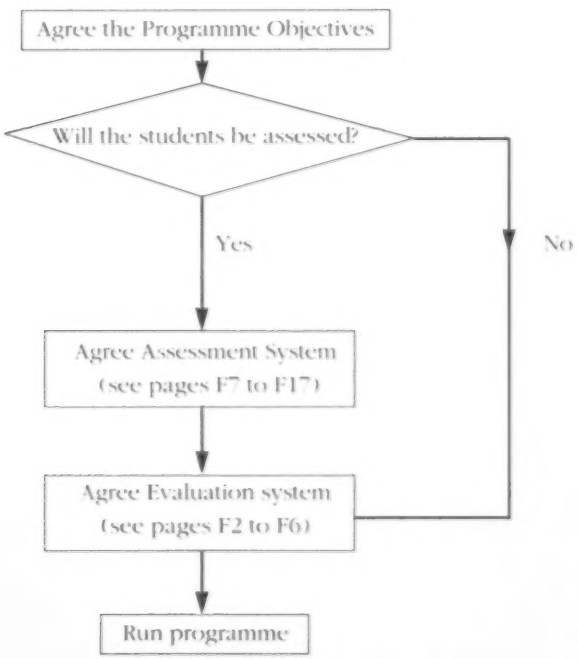
Introduction

This chapter has been re-written by the BP/CSV National Working Group on the Assessment of Student Tutoring whose membership is shown in the Appendix on page F17. The Group, chaired by John C Hughes the BP Fellow for Student Tutoring at Imperial College, worked throughout 1992/93 to bring together new examples of good practice following the original work done in 1990/91.

This updated chapter would not have been possible without the generous support of BP's Aiming for a College Initiative and CSV's Learning Together programme. These two organisations work in partnership to support, extend and enhance the student tutoring network across the UK. Much thanks are due to the colleagues across the UK who supplied comments on early drafts of this chapter; their names appear in the Appendix. For an up to date list of contacts see the Tutoring booklet available from BP Educational Service.

The flowchart below shows the relationship between **evaluation** and **assessment**. Evaluation is an essential part of any student tutoring scheme so that the programme can be reviewed against objectives and improvements made where necessary. Scheme organisers may also choose to assess the learning outcomes for individual student tutors from the programme. **In every case the student tutoring should always be undertaken on an entirely voluntary basis.**

Setting up a student tutoring scheme:



Evaluation of Student Tutoring

Why Evaluate?

Evaluation is a process where evidence is collected by various means to determine whether the stated aims and objectives of a programme have been achieved and to make judgements about the value of a programme. It should give clear pointers as to what changes need to be made to improve on these objectives in the future. Evaluation is on-going and formative - it is designed to improve the activity. Evaluation must be planned from the start and be integral to the programme and not bolted on at the end. Good evaluation results can help to enhance the scheme's profile whereas negative results can be used as guidance on where improvements can be made.

Before conducting any evaluation of a student tutoring programme, the underlying objectives need to be determined. Each programme will have different objectives according to local circumstances. These objectives could include the:

- provision of positive role models to children to increase aspirations;
- provision of an extra resource to teachers and assistance in specific school subjects;
- provision of increased communication and other transferable skills for students;
- provision of increased students' self-confidence;
- increased uptake in HE/FE amongst under-represented groups;
- provision of students with informed career choices;
- increase in links between schools and local HE/FE institutions;
- provision of spin-offs for research;
- provision of an increased profile for institutions;
- the National Education and Training Targets.

Examples of Tutoring Evaluation

Once the programme objectives have been agreed the evaluator needs to be aware of the range of possible evaluation tools. These could include questionnaires sent out to individuals or face-to-face structured interviews. Example questionnaires are included in this section. Whichever method is used it is important to remember that teachers have limited time and any evaluation method should disrupt the classroom as little as possible. The simplest form of evaluation for teachers could be to ask 'Do you want tutors again next term/year?'. All participants should be made aware of, and agree to, their commitment to the evaluation at the outset. The evaluation results can be summarised in the programme's annual report.

Teacher Questionnaire

Confidential

Having Student Tutors in my Class

This Questionnaire is part of a wider evaluation of the student tutoring programme. Your feedback is a vital part of the evaluation. Please answer as many of the questions as possible:

☛ School Name:_____ Class:_____

Teachers:_____

1. Please tick (✔) the statements with which you agree:

a) With student tutors, lessons are:	more interesting	
	less interesting	
	about the same as usual	
b) With student tutors lessons are:	easier to handle	
	harder to handle	
	about the same as usual	
c) With student tutors, lessons are:	more enjoyable	
	less enjoyable	
	about the same as usual	
d) With student tutors, pupils seem to:	learn more	
	learn less	
	learn about the same as usual	

2. The things I like about having student tutors are:

3. The things I do not like about having student tutors are:

4. Have links between your school and the college/university improved as a result of the student tutor scheme?

5. Other comments (please continue overleaf):

Thank you for filling in this questionnaire. Please return it to the tutoring coordinator.

Pupil Questionnaire

Confidential

Having Student Tutors in my Class

This Questionnaire is part of a wider evaluation of the student tutoring programme. Your feedback is a vital part of the evaluation. Please answer as many of the questions as possible:

- School Name:_____ Class:_____

1. Please tick (✔) the statements with which you agree:

a) With student tutors, lessons are:	more interesting	
	less interesting	
	about the same as usual	
b) With student tutors lessons are:	easier to handle	
	harder to handle	
	about the same as usual	
c) With student tutors, lessons are:	more enjoyable	
	less enjoyable	
	about the same as usual	
d) With student tutors,I feel I:	learn more	
	learn less	
	learn about the same as usual	

2. The things I like about having student tutors are:

3. The things I do not like about having student tutors are:

4. What college or university does your student tutor attend and what have you learnt about it?

5. Other comments (please continue overleaf):

Thank you for filling in this questionnaire

F4

Student Tutor Questionnaire

Confidential

Student tutor Questionnaire

Please take the time to fill in this questionnaire as fully as you can. It is part of the wider evalution process of the student tutoring programme. Your feedback is a vital part of the evaluation. Feel free to continue on the back when ever necessary or to use another piece of paper.

1. Do you think that you benefited from being a tutor in any of the following ways: (Please tick the relevant boxes).	Greatly	Somewhat	Not at all	Not sure
a) By getting practice in the communication of ideas and concepts				
b) By reinforcing your knowledge of some aspect of your subject				
c) By gaining insight into how other people perceive your subject				
d) By increasing your self-confidence				
e) By getting to know something about people with a different social background from your own				
f) By feeling that you were doing something useful with what you had already learnt				
g) By helping you to make an informed career choice				

2. Do you feel that you acted as a positive role model to the school pupils to help them learn more about post-16 education?				
3. Did the tutoring interfere with your studies?				
4. Do you feel that the school pupils now know more about your college or university?				

5. What did you like best about the tutoring?

6. What did you like least about the tutoring and can anything be done about it?

7. Have you any other comments? Are there any tutoring sessions which you will remember as particularly significant/illuminating/disturbing/rewarding etc.?

8. Do you have any comment about the recruitment, training, preparation and administration of the scheme?

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Thank you very much for completing this questionnaire

HE/FE Institution Staff Questionnaire

Confidential

Using Students as Tutors

Please take the time to fill in this questionnaire as fully as you can. It is part of the wider evaluation process of the student tutoring programme. Your feedback is a vital part of this evaluation. Please feel free to continue on the back if necessary or use another piece of paper.

To what extent do you feel that the student tutoring programme

	Greatly	Somewhat	Not at all	Not sure
1. helps to increase the institution's relationship with local schools?				
2. raises the profile of the institution within participating schools?				
3. provides students with an opportunity to develop communication, problem solving and organisational skills?				
4. provides students with an opportunity of making informed career choices?				
5. provides the institution with good media coverage?				
6. raises the self-confidence of the students involved?				
7. provides the institution with an opportunity of increasing its intake amongst under-represented groups?				

8. Do you have any other comments to make about the student tutoring schemes?

The Assessment of Tutors

Why Assess?

Assessment is not a necessary requirement of student tutoring. Where assessment does take place, however, the aim is not to decide how good an individual is at tutoring, but to identify and formally acknowledge the personal gains acquired by that individual in the course of the tutoring activities. Ideally, two asessments (before and after) would be made to provide evidence of gain.

Recent increased interest in assessment has been associated with the developments of personal profiles, National Records of Achievement, Enterprise in Higher Education and the increased recognition by education, industry and commerce of the value of skills such as social, organisational, leadership, problem solving and communication. These skills are now part of 'the requirements for work and life' demanded in curricula by government, industry and commerce and are variously described by different organisations:

▲ Business and Technology Education Council (BTEC)	common skills
▲ Confederation of British Industry (CBI)	common learning outcomes
▲ Department for Education (DFE)	core skills
▲ General National Vocational Qualifications (GNVQ)	core skills
▲ National Vocational Qualifications (NVQ)	generic competences

The introduction of Credit Accumulation Transfer Schemes (CATS) at many institutions has provided enough flexibility for the creation of specific modules in tutoring. Many of the student tutoring schemes which assess the skills acquired by students do so as part of an academic course in topics ranging from 'The Communication of Scientific Ideas' to 'Education'.

Student tutoring should always be of an entirely voluntary nature. Tutoring should never be a compulsory part of a course but a real choice amongst equally attractive options.

An Assessment System

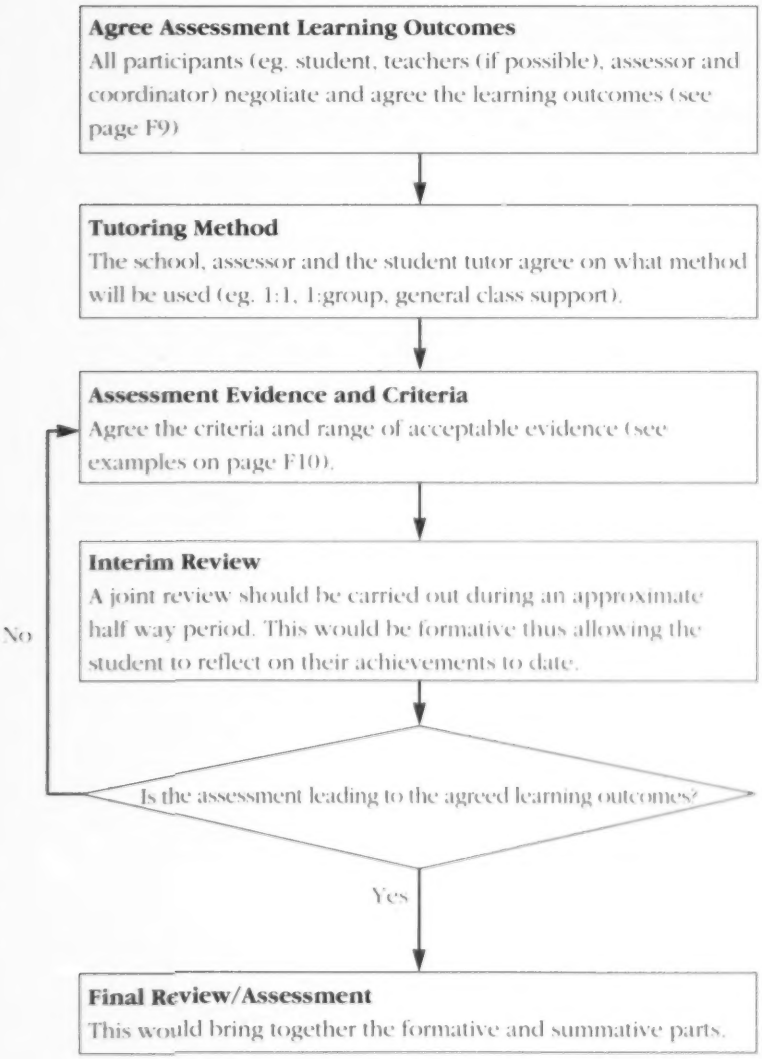
We have provided a range of methods which can be used when designing an assessment system. These methods are not meant to be prescriptive; individual coordinators will mix and match those parts that meet their objectives and local needs. We have endeavoured to reach a balance between being too prescriptive and being purely descriptive and the variety of institutions in which student tutoring takes place makes it difficult to suggest a single assessment system.

Nonetheless the following principles should underpin all assessment systems:

- ▲ Validity: make sure that you actually assess what you say you are going to assess;
- ▲ Reliability: check that the system is rigorous and capable of being replicated;
- ▲ Transparency: the criteria and nature os assessment must be made clear to the students from the outset.

The following flowchart is intended to guide coordinators in the design of an assessment system.

Assessment of Tutoring Flowchart:
Designing an Assessment System


Agree Assessment Learning Outcomes
All participants (eg. student, teachers (if possible), assessor and coordinator) negotiate and agree the learning outcomes (see page F9)
Tutoring Method
The school, assessor and the student tutor agree on what method will be used (eg. 1:1, 1:group, general class support).
Assessment Evidence and Criteria
Agree the criteria and range of acceptable evidence (see examples on page F10).
Interim Review
A joint review should be carried out during an approximate half way period. This would be formative thus allowing the student to reflect on their achievements to date.
No
Is the assessment leading to the agreed learning outcomes?
Yes
Final Review/Assessment
This would bring together the formative and summative parts.

The coordinator needs to decide which learning outcomes are to be assessed. The following table provides a list of suggested learning outcomes that can be achieved in a student tutoring scheme. Supporting evidence would normally be expected from students claiming achievement of specific learning outcomes. The evidence would have to be agreed and an example form for this purpose is shown in Appendix 2. The criteria by which the learning outcomes are assessed need to be agreed before the programme starts; this could be on an achieved/non-achieved basis or on a multi-point graduated scale as shown in Appendix 1.

SKILL	Learning Outcomes
Social and Interpersonal	Treat others' values, beliefs and opinions with respect. Relate to and work effectively with pupils and teachers. Work effectively as a member of a team. Exhibit appropriate attitudes.
Organisational	Manage one's own activities. Plan projects and tasks. Maintain time schedules.
Leadership	Lead by good example. Guide others' understanding. Identify and utilise strengths of self and others.
Problem-solving	Analyse problems clearly. Use a variety of information sources. Apply a range of knowledge and techniques. Respond creatively to potential barriers.
Communication	Be able to receive and respond to information in a variety of forms. Present information in a variety of forms. Write and speak clearly and logically. Understand the importance of non-verbal communication. Demonstrate effective listening skills.
Decision Making	Make clear, soundly based, decisions as appropriate. Analyse a situation and the available options.

Assessment Evidence

The nature of the assessment process will depend on its purpose. Where a qualitative assessment is adequate, the problem is relatively simple, since much evidence can be collected to match achieved learning outcomes with those listed on the previous page. It can be valuable to involve students in selecting the methods of assessment to be used. This could be carried out by showing some of the Tutoring Training Video and then brainstorming to allow the students to generate the assessment criteria and thus 'own' them. An overall marking plan could include evidence collected using a combination of the following methods:

1. Self Assessment;
2. Portfolio;
3. Observed Performance;
4. Log Book;
5. Report;
6. Oral Presentation.

1. Self assessment by tutors

This will require the tutor and the lecturer to determine a set of agreed learning outcomes before tutoring begins. These learning outcomes can be modified during tutoring in the light of changing circumstances. The tutor will then self assess against these outcomes. This is an effective way of providing a method of formative assessment and could also form part of the summative assessment. See the table of Learning Outcomes on page F9 for suggestions.

2. A Portfolio

Students could compile a portfolio of evidence summarising their tutoring experiences. A wide range and type of material could be included, such as:

Log book;
Report;
Learning materials prepared;
Feedback sheets;
Video of tutoring in action;
Audiotapes of tutoring in action;
Transcription of interviews;
Photographs and posters;
Presentation feedback;
Examples of pupils' work during tutoring.

The student tutor should have responsibility for compiling the portfolio and using it to demonstrate personal development. The portfolio could be included as part of an institutional Record of Achievement. Institutions involved with the General National Vocational Qualification (GNVQ) could use their model for portfolio structure.

3. Observed Performance.

The range of skills listed in the 'Table of Learning Outcomes' can be used as the criteria for measurement to be used by the teacher or teachers and where appropriate by the lecturer involved. Students will require close monitoring if their performance is to be measured effectively. Two examples of assessment forms for this purpose are enclosed in Appendix 1 and 2.

4. Log Book

Keeping a record of activities in a log book can be a vital element of the expereince. Not only does this provide a record when the student cannot remember what went on, but it also gives a structure to the activities. This encourages the student to achieve something at each session, to reflect on the lesson and to pre-plan for the following session. Some institutions produce a proforma sheet or booklet for the student to complete.

For each period in school the student should indicate:

- how each hour was spent.
- what they did.
- why they did it.
- what school pupils learned or were intended to learn.
- what they learned.
- how they learned it.
- reflections on how the day went.
- examples of learning materials used.

In terms of assessment material an excellent log book should:

- be a full and thorough record of the student's tutoring experience.
- be a full and clearly expressed reflection on the student tutoring work.
- draw on the work covered in the lectures and seminars whenever relevant.
- make reference to relevant work consistently and wherever required.
- show evidence of wide background reading, both from booklists and from other sources.
- have a logical and well-ordered structure.

(Some of the statements relate to lectures on related courses at the HE/FE Institution).

5. Report.

The report should include:

- a title page;
- contents;
- abstract;
- report on the experience;
- reflection on the experience;
- conclusion.

Points to consider for the report are:

- introduction to school and class details, the objective(s) being taught, time(s) and period of involvement, your background, aspirations and objectives;
- preparation and organisation plans;
- details of pupil tasks;
- tutor's contribution to the learning process;
- the learning process and achievements of pupils;
- relationships and interactions including the student tutor's;
- behaviour patterns;
- motivation and distraction factors.

The reflection on the experience should include:

- what and how the student has learned from the experience;
- what changes they would make;
- the results of their actions and the reasoning behind these results;
- the value of preparation and organisation;
- recommendations.

6. Oral presentation.

A useful preparatory exercise involves showing videos of presentations and asking students to assess them and generate their own criteria. The guidelines should be given out before a presentation to assist with preparation. One-to-one interviews could also be considered as an optional alternative as can audio or video tapes.

For the presentation students might be asked to talk for about fifteen minutes on their tutoring experience followed by 5 minutes of questions. The following aspects of the presentation could be assessed.

▲ Content

- did the student introduce him or herself?
- did the talk convey information and appear to relate to the work done?
- was it in logical order with an introduction and an ending?
- was the talk analytical about the learning process, relationships interactions, class organisation, and behaviour rather than being simply descriptive?

▲ Presentation

General

- did the talk have style or flair?
- were you impressed?
- was it within the agreed time limits?
- if any visual aids were necessary were they shown and if so was the quality adequate?

Stance and deportment

- did the student maintain eye contact?
- were hands and arms held naturally, or used expressively?
- did the student appear to be interested and enthusiastic?

Delivery

- was speech clear with sentences properly constructed and finished?
- were words correctly pronounced not slurred?
- was slang avoided?
- was the speech coherent and pauses not over-long?
- were phrases like "sort of", "right" or "OK" used sparingly?
- was the talk simply read out?

Marks

Both content and presentation can be assessed either on a pass/fail basis or according to a laid-down marking scheme.

(continued on F14)

Guidance Notes on Giving a Presentation:

Confidence	Develops with: careful preparation - appropriate appearance - good presence and delivery - good visual aids.
Preparation	Do it well in advance - decide subject and title - content and conclusions - allow for knowledge of audience - jot down notes - summarise on to cards. Make sure you keep to the allotted time slot.
Title	Should be short, interesting and descriptive - have something worth saying.
Introduction	Get attention - never start with an apology - be positive - indicate what you are going to say then say it.
Content	Limit yourself to three or four ideas - support statements with evidence - use humour but only if you can do it well - prepare visual aids.
Visual Aids	Slides and transparencies: maximum impact is achieved by limiting the number of words and ideas on each foil - writing should be large and clear - check that they can be read from the back of the room - look at the audience and provide a clear view of the screen.
Presentation	Check appearance and posture - watch audience - judge its reactions - be enthusiastic - vary your delivery: volume, pauses, pitch, speed - avoid jargon, cliches, tautology, pomposity, nervous twitches and expressions such as "sort of", "you know", "I mean".
Conclusion	Don't finish like a mouse - one way is to repeat the main theme; or have a punchy last line. If you have time you can invite questions - be honest with your answers.

Appendix 1

Assessment of Student Performance

Example 1

Name of Student: _____

Name(s) of Teacher(s): _____

Name of Lecturer: _____

Name of FE/HE Institution: _____

Please indicate your assessment of the student by inserting a tick in the box that reflects in your opinion the performance of each student for each skill category.

SKILL		1	2	3	4	5	
Social	has difficulty mixing						interacts well
Organisational	disorganised						highly organised
Leadership	lacks control constant guidance needed						guides with sensitivity works independently
Problem Solving	ineffective						produces results
Communication	confuses						clear and concise
Decision making	reluctant to make decisions little initiative						makes decisions well shows initiative

Signature of Lecturer/Teacher: _____

Date: _____

Appendix 2

Assessment of Student Performance

This could be negotiated between lecturers and students.

Example 2

Record of Achievement in Student Tutoring

Name of Student: _____

Name(s) of Teacher(s): _____

Name of Lecturer: _____

Name of FE/HE Institution: _____

Please indicate your assessment of the student by inserting a tick in the boxes that reflects the learning outcomes demonstrated by the student tutor and make a note of the evidence to support the learning outcome.

Skill	Agreed Evidence	Achieved?
Social: Related and interacted effectively with individuals and groups of pupils Developed a helpful working relationship with teachers		
Organisational: Been reliable and competent Participated in the planning and organisation of the scheme Shown initiative in the classroom		
Leadership: Identified and utilised strengths of self and others Shown initiative		
Problem Solving: Applied own knowledge and techniques Used a range of skills techniques and equipment Received information and helped pupils' understanding of it		
Communication: Communicates well in writing Receives and responds well to a variety of information Understands the importance of non-verbal communication		
Decision Making: Makes soundly based decisions		

Lecturer's or Teacher's Signature: _____

Student's Signature: _____ Date: _____

Appendix 3

Steering Group

Thank you to the following Steering Group members for all their hard work in writing this chapter:

Joanna Allan	Wolverhampton University
Alison Assiter	North London University
Toni Beardon	Cambridge University
Graham Driver	Holland Park School
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Eunice Hobbs	CSV Learning Together
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Alan Ogg	BP Exploration
Anna Paczuska	South Bank University
Maggie Pollock	University of Glasgow
Anita Pride	CSV Learning Together, Leeds
Russell Ridley	Nat West/CSV
Barry Rowswell	City & East London College
Danny Saunders	Glamorgan University
Ron Sims	Nottingham Trent University
Karen Swaffield	Youth Award Scheme

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Contents

Appendix 1: Further Reading G1

Appendix 2: OHP Transparency Masters G2 – G12

Appendix 1: Further Reading

There is a great deal of literature about tutoring. As a suggestion for further reading on this style of tutoring, these publications would be a useful starting point:

John C Hughes, *Tutoring: Students as Tutors in School*, BP Educational Service, London, 1991. (Available only from BP Educational Service, PO Box 30, Alton Hampshire GU34 4PX)

Sinclair Goodlad & Beverley Hirst, *Peer Tutoring: A Guide to Learning by Teaching*, Kogan Page, London, 1989.

Sinclair Goodlad & Beverley Hirst (eds), *Explorations in Peer Tutoring*, Blackwell Education, Oxford, 1990.

Appendix 2: OHP Transparency Masters

A selection of sheets that can be copied onto OHP transparencies is provided.

Tutoring: What, Why and How G3 – G5

Benefits of Tutoring G6 – G9

Research Figures: to assist with questions when using these OHPs G10 – G12

The figures are from joint research findings from 10 years of Imperial College's 'Pimlico Connection' and three years of Cambridge University's 'STIMULUS Scheme'. During this time there were 1,120 tutors helping over 12,000 pupils with 25,000 hours of tutoring. The figures are from questionnaires given out to 8,369 pupils (response rate 69%), to 1,002 tutors (response rate 72%), and to 267 teachers (response rate 61%).

Tutoring: What, Why and How

What?

Volunteer students assist teachers in local secondary and primary schools. Typically the student tutors help for one afternoon or morning session per week for between 1 and 2 terms.

Why?

To help schools make lessons more interesting for pupils by providing student tutoring from universities and colleges.

To raise pupils' aspirations and motivation for staying on in education and training by providing positive role models through which they find out more about their subjects, the outside world and students life.

To give College and University students the opportunity to develop their social, organisational, problem-solving and communication skills in a practical context.

Tutoring has been found to be an excellent way of providing extra stimulus to pupils of all abilities.

It is an enjoyable, rewarding and stimulating activity.

How?

Tutors work individually or in small teams, under the supervision and direction of teachers, helping pupils with their work and discussing the relationship of the subject being studied to everyday life.

Benefits of Tutoring

Colleges and Universities

Lecturers

- ▲ Enable students to develop interpersonal skills
- ▲ Increase quality of education provision for local schools
- ▲ Provide for skills and competence development in line with the requirements for work and life
- ▲ Learn about new developments in education
- ▲ Excitement of taking part in a new initiative
- ▲ Increase applications to their institution due to higher local profile
- ▲ Build on links with local community
- ▲ Provide work experience

Students

- ▲ Feel they are doing something useful
- ▲ Increase communication skills
- ▲ Enhance problem-solving and organisational skills
- ▲ Reinforce their knowledge of fundamentals
- ▲ Reflect on other's understanding of own subject
- ▲ Develop sense of personal adequacy
- ▲ Experience being productive
- ▲ Develop insight into the teaching/learning process
- ▲ Find a meaningful use of their studies
- ▲ Increase self confidence
- ▲ Valuable community service
- ▲ It is enjoyable

Benefits of Tutoring

School

Teachers

- ▲ Lessons more enjoyable
- ▲ Lessons easier to handle
- ▲ Learn about post-school educational opportunities
- ▲ More learning acitivities
- ▲ Freer to manage learning
- ▲ Oral and practical work
- ▲ Free assistance
- ▲ Efficient learning

Pupils

- ▲ More individual tuition and attention
- ▲ Lessons more fun and interesting
  Learn more than usual
- ▲ Sympathetic help from another young person
- ▲ Increases aspiration to further training and education
- ▲ Provided with positive role model

Benefits of Tutoring for Tutors:

Percentage figures based on 726 responses

	Greatly %	Somewhat %	Not at all %
Practice in communicating scientific ideas?	54	41	5
Reinforcing subject knowledge?	3	35	56
Insight to how others perceive one's subject?	34	51	12
Increasing self-confidence?	15	60	20
Getting to know people with a different social background?	34	42	18
Feeling you are doing something useful with what you have learnt?	48	43	6
Interfered with Studies.	1	30	56

Teachers' Opinions of Tutoring

Percentage figures based on 267 responses

With tutors lessons are:

	%		%		%
Easier to handle	62	same	28	harder	6
More enjoyable	69	same	22	less	2
Pupils seemed to learn more	69	same	25	less	4

Pupils' Opinions of Tutoring

Percentage figures based on 5784 responses

With tutors lessons are:

	%		%		%
More interesting	52	the same	42	less	5
Easier to follow	60	the same	32	less	4
More enjoyable	52	the same	40	less	6
Learnt more	52	the same	40	less	6